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ABSTRACT

Intended for college and university students, the booklet contains ideas for school and community projects to help eradicate the attitudinal and architectural barriers that encumber handicapped individuals. One such project, "Handicap Awareness Week", is described in terms of definition, rationale, objective, and general considerations. Outlined are sample "Handicap Awareness Week" programs (which included holding special olympics events, organizing publicity campaigns, and raising funds to modify campuses) conducted at four universities. Discussed in the remainder of the document is a project to survey campus buildings and facilities for architectural barriers and to publish a guide relating to such areas for handicapped students. Included is information on the planning of the survey, choosing buildings to be surveyed, and editing and distributing the guide. Also provided is a sample survey report form. (SB)

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STUDENT PROJECTS DESIGNED TO AID HANDICAPPED PEOPLE

Prepared by
The Youth Committee
President's Committee on Employment of the Handicapped
Washington, D.C. 20210

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FOREWARD

This booklet contains project ideas that students or student groups can initiate in their communities. The objective of these suggested activities is to help eradicate the attitudinal and architectural barriers that presently encumber handicapped youths and adults in their effort to learn, to develop and to work. We sincerely hope that your organization or group is able to become actively involved in these concerns.

Marsha Stevens
Chairman
Youth Committee
President's Committee on Employment
of the Handicapped

STUDENT PROJECT

"Handicap Awareness Week" or "Advocacy Day"

DEFINITION

A "Handicap Awareness Week" or an "Advocacy Day" is a period during which nonhandicapped people are provided with an opportunity to reexamine their conceptualization of disability and are educated concerning the problems confronting the disabled in their effort to participate in life's activities.

RATIONALE

Handicapped people are severely restricted in the number of opportunities available to them through our Nation's colleges and universities. To understand the significance of this statement one has only to mentally survey the various professions and recall the number of handicapped lawyers, doctors, nurses, teachers, scientists, engineers, or other professionals that you've encountered. Compare this figure, if you will, with the fact that approximately 12 million persons are handicapped in America today and you will no doubt realize what numerous studies have discovered -- handicapped people are being excluded from the professional occupations that begin with the university experience.

Two factors have been primarily responsible for preventing handicapped people from seeking educational opportunities in these fields. They are our society's misconception concerning the role of the disabled person in the community and the inaccessible construction of campus buildings and facilities.

The reasons for society's misconception concerning the role of the handicapped person are too complex and complicated to explore in detail here. Suffice it to say nonhandicapped people are prone toward a perceptual ineptness when it comes to seeing a person through the handicap. When an "able" man encounters a person in a wheelchair, with a white cane or hearing aid he sees only a cripple, blind or deaf person. As a result, each person suffering from paralysis, blindness or deafness is automatically deprived of their right to an individual identity and is expected to conform to a nonhandicapped person's preconceived notion of what it means to be disabled.

The other major factor responsible for the handicapped person's low level of participation in the professions is the problem created by certain physical obstacles which hinder their mobility. These impediments are called architectural barriers by those who campaign for their elimination. They are curbs, stairs, narrow doorways (too narrow for a wheelchair to pass through), inaccessible restrooms and any other man-made structures that deny physically handicapped people their right to access.

There is an irony associated with the architectural barriers problem. It's the fact that none of the design considerations that would remove these obstacles and "open up" our public buildings and facilities to the physically limited person would in any way hinder the movement of nonhandicapped people. Why, then, aren't we incorporating these design features into all our buildings and facilities including the ones that make up our campuses? The answer is primarily one of a lack of awareness among the nonhandicapped, but it is also rooted in our society's assumption that handicapped people do not belong in these structures because they are HANDICAPPED!

OBJECTIVE

The objective of this activity is, then, to publicize the problems facing handicapped people in their attempt to participate in the educational experiences provided by our colleges and universities. All events conducted during this period should serve to emphasize the need for nonhandicapped people to judge disabled people on a positive basis. In addition, these activities should help to educate the public concerning the architectural barriers problem and help influence local officials to seek solutions to overcome them.

GENERAL CONSIDERATIONS

Before you begin with your plans to sponsor a handicap awareness activity, first establish the existence of a problem at your particular college or university. Attempt to do this by answering the following questions:

--What are this school's policies concerning the acceptance and enrollment of handicapped applicants?

--Are physically handicapped students being admitted?

--Are campus facilities and buildings assessible to physically disabled students? (You may desire to implement our suggestions for a campus-wide survey as a way of answering this question or you may simply ask a handicapped person to examine the campus for physical barriers.)

If your research indicates exclusion of otherwise qualified students solely on the basis of their handicap, then grounds for further action exist.

Your next step should be to set up a committee or group of interested campus organizations and individuals in order to more systematically plan for and coordinate the activities that will make up your "Handicap Awareness Week." Begin by presenting your proposal to campus fraternal, social, professional and civic societies. Attempt to interest them in cooperating with the affair. Their presence and assistance can help to increase your event's creditability, resources and influence. Also, be certain to contact the school's administration and your professors. Your plans should be brought to their attention as soon as possible and must conform to whatever rules or regulations they may have concerning this type of activity. To attempt to conduct a "Handicap Awareness Week" without their concurrence may do more harm then good.

ACTIVITIES

Many different types of events or techniques can be employed during your campus's awareness activity. In order to assist you in your activity selection, several case histories will follow. Each one approached the same problem in a slightly different manner. Peruse them and choose the activities that you and your committee determine to be most appropriate for your campus.

CASE I: Report from the University of Northern Colorado Greeley, Colorado

The University of Northern Colorado's Architectural Barriers on Campus (ABC) Committee was formed in July, 1972 as a Standing Committee to survey and evaluate the buildings and grounds for the purpose of compiling a report on existing barriers to the disabled. It was decided to focus our attention primarily on the new West Campus and future construction, in light of the tremendous costs involved in rendering the old buildings accessible. Recommendations for correction of architectural barriers were submitted with the evaluation reports.

The criteria used for surveying the campus was the architectural checklist, Making Colleges and Universities Accessible to Handicapped Students (copy included in kit.)

The UNC Administration, from the President and his staff through the entire Physical Plant Department, has been extremely cooperative and enthusiastic about working with the ABC to correct barriers.

ABC's work with UNC staff has clearly pointed out that the only reason architectural barriers exist at all is due to a lack of awareness. The average able-bodied person has no occasion to experience the problems of mobility faced daily by thousands of handicapped individuals. Thus, the most important function of the ABC has become one of encouraging people to realize and understand the barriers which prevent the disabled from attending school, working, shopping, traveling, and so on.

With this idea of awareness as a goal, the ABC organized Handicap Awareness Week for May 14 through 19. As plans began to develop for that week, it was discovered that Aims College had a similar desire for a barrier-free campus. We joined our efforts and soon Awareness Week became a community project.

Key business and community leaders, educators and interested citizens participated and spent a day in a wheelchair, blindfolded, or with ears plugged. Events were conducted throughout the week that were designed to increase knowledge about the barrier problem. During the Opening Day on May 14th, three International Symbols of Accessibility were presented in the Greeley area for the City Complex Building in downtown Greeley, the Classroom Building II at UNC and the Trades and Industry Building at Aims College.

The week of activities created an educational, constructive and enjoyable experience for the Greeley community and marked the beginning of an on-going expression of AWARENESS by all concerned.

Schedule of Events
HANDICAP AWARENESS WEEK
(May 14-19)

Handicap Awareness Week is a joint project involving the community, the University of Northern Colorado (UNC) and Aims College. Our goal: "Smooth the Steps for the Handicapped!" Create awareness among the general public concerning the problems of architectural barriers to the disabled...and introduce methods for correcting those barriers.

MONDAY - May 14th (Kick-Off Day) Wheelchair races between businessmen!

10:00 a.m. - OPENING DAY CEREMONY - Mayor officiating. International Symbol of Accessibility will be presented to the City of Greeley for the City Complex Building. Guest Speakers:
- Walter Klein, Special Assistant to Senator Peter Dominick.
- Lily Halpern, Chairman, Governor's Committee to Promote Opportunities for the Handicapped.
- George W. Hall, City Councilman, Mayor Pro Tem.

11:00 a.m. - Presentation of Accessibility Symbols for buildings at Aims College and the University of Northern Colorado.... simultaneously at each institution.

12 noon - Luncheon sponsored by the Governor's Committee and UNC. University Center, Panorama Room (by invitation only.) Guest speaker: Evelyne Villines, member of the President's Committee on Employment of the Handicapped.

2:30 p.m. - Evelyne Villines, sponsored by the Council for Exceptional Children, will speak to an open audience in L-152 Lecture Pit at McKee Hall.

TUESDAY - May 15th

8:00m a.m. - 12 noon: Films shown in University Center, Room 248 a,b,c. Sounds of Trumpets, Planning for the Handicapped, What Do You Do When You Meet a Blind Person?

3:00 p.m. - Panel Discussion: "Colorado 1965 Barrier Free Legislation...Where do We Go From Here? Moderator: Neal Carpenter, Un. Center, Room 246-247.

WEDNESDAY - May 16th

8:00 a.m. - 12 noon: Films shown in University Center, Room 248 a,b,c,.

2:00 p.m. - Special Education Children's Fashion Show: Individuality of Youth. Also presentation of awards for Children's Poster Contest (Theme: Awareness of Architectural Barriers to the Handicapped. Posters displayed throughout downtown business area.) University Center Ballroom.

7:30 p.m. - Denver Rolling Cowboys Wheelchair Basketball Game at the Community Building (701 10th Ave.) Half-time: Wheelers Square Dance Group from Denver. Tickets: Adults/$1.00; Children/ 50¢; Children under 6 years free.

THURSDAY - May 17th

10:30 a.m. - Edie Weigand, Rehabilitation Counselor, will conduct a presentation concerning architectural and social barriers for the elderly. University Ctr, Rm. 248 a,b,c.

12:30 p.m. - Weld County Hospital Auditorium; Facts about Epilepsy...a presentation by Dr. Roy Wright, leading neurologist from C.U. Medical Center in Denver. A film, Grand Mal Epilepsy, will be shown.

1:00 p.m. - Guest Speaker: Dr. Grace Napier. Presentation on Guide Dog and White Cane Usage as well as other methods of mobility and orientation training for the blind. University Center, Room a,b,c.

2:30 p.m. Dr. Roy Wright's presentation on epilepsy. University Center. Rm. 243 a,b,c.

FRIDAY - May 18th

1973 Colorado State Special Olympics opens at Jackson Field...through Saturday.

Evening: 7:00 p.m. - Handicap Awareness Banquet, an authentic Hawaiian Luau, at the Ramada Inn around the pool! Polynesian Revue with 20 Island Dancers. Special foods, exotic fruits, orchids flown in from Hawaii. Open to the public, but limited to 300 people. Aloha! Tickets: $10.00 each.

SATURDAY - May 19th

9:00 a.m. - 3:00 p.m. - Wheelchairs, blindfolds available in downtown business area so that shoppers may experience the barriers of shopping as handicapped persons! Attendants will accompany each wheelchair.

CASE II: Report from the University of Maryland
College Park, Maryland

The Campus Committee for Accessibility began with a group of 4 people meeting on Monday, October 16, 1972, and by May 1973 there were over 50 members, including representatives from various student and civic organizations: meetings were held on a regularly scheduled basis.

Prior to the formation of the Committee there were 4 parking spots designated for handicapped parking out of some 7,000 total spots. By the middle of Spring semester a disabled individual was able to park legally in any spot on campus for as long a period of time as they wanted.

The University moved from a position of mere compliance with the letter of the law (state and federal architectural barriers laws relating to accessibility) to a position of compliance with the intent of the law and a formal policy statement; as well as a shifting of priorities concerning remodeling of buildings and walkways in favor of the disabled.

A wheelchair basketball game was planned by the Committee, the Student Recreation and Park Society, and the D. C. Smokers. The game was between the D. C. Smokers and the U of Md football team and attracted over 100 people.

A Campus Advocacy Day, which coincided with the annual meeting of the President's Committee on Employment of the Handicapped was held in May.

AN OUTLINE OF HOW THE CAMPUS COMMITTEE PLANNED AND INITIATED ADVOCACY DAY, MAY 3, 1973 . . .

Goal: The primary goal of Advocacy Day was to increase the awareness of the university community as to the needs of the disabled at the University. (Due to the existing barriers at the University there are few disabled students, faculty or staff. As a result this day was run primarily by the able bodied for the disabled, with the hope that future events could be run by disabled people for disabled people.)

- Planning began in March 1973 for the May event.

- Committees were formed to work on public relations, events for the day, the contacting of key participants (e.g. the administration, guest speakers, etc.) and publicity.

Public Relations Committee: This group contacted all area newspapers, sent them press releases and invited them to send reporters to the campus on Advocacy Day.

Contacting of Key Participants Committee: Personal letters were sent to each of the top administrators of the University. The list included the President, the Chancellor, Vice Chancellors, and directors of the physical plant and other selected services. The letter requested their participation in Advocacy Day by going through part of their regular day in a wheelchair. In addition, all faculty, staff, and students were also given the opportunity for this type of involvement by announcements of the Committee. Speakers were also solicited to talk on campus concerning the problems of the disabled. A representative of the State's Governor's Commission to study the needs of the handicapped was our keynote speaker.

Events Committee: This group was primarily made up of representatives from the Student Recreation and Park Society who were interested in therapeutic recreation. They planned wheelchair races, a blind walk, and a wheelchair relay race. The fraternities and sororities were contacted and asked to send representatives to participate in the events.

This committee also got permission to use the various facilities needed, arranged for the rental of the wheelchairs, and ran a contest concerned with the identification of architectural barriers on campus. The local chapter of the Paralyzed Veterans donated $50.00 as prize money for the contest. The prize was to be awarded during the noon day speeches.

Publicity Committee: Signs, posters, balloons, and campus announcements were made by this group. Leaflets (3,000) were printed and distributed on campus (materials donated by the industrial education department). The day of the event each wheelchair was decorated with signs, balloons, and streamers to be sure that they would be noticed.

- Follow-up: After the day was over an editorial was submitted to the school newspaper by the committee concerning our reactions to the Advocacy Day.

- Comments: The entire day cost approx. $14.00 and reached several hundred members of the university community. We had one Dean (from the College of Physical Education, Recreation and Health), three faculty, one secretary, and about 15 students spend part of their day in a wheelchair. We were written up in the school paper for several days and were immediately contacted by the office of student affairs at the university and advised that a special task force was established by the administration, to study the needs of the disabled on campus.

There is little doubt that the effort was worthwhile. The members of the committee felt that we had come a long way and had achieved our basic goal of awareness in eight short months.

CASE III: Report from Ohio State University
Columbus, Ohio

The Senior Class Committee of Ohio State University as a part of its efforts to increase awareness of the problems faced by the handicapped at Ohio State, organized a campuswide Disability Day. During the day administrators, students and city officials put on blindfolds or tried carrying out their daily activities in wheelchairs. Some of the barriers met by the University President and City Mayor of Columbus, other administration officials and class officers were: imposing steps leading up to important university buildings and dormitories, narrow doorways and stalls that blocked use of toilets, out of reach drinking fountains, inaccessible or non-existent elevators, and skinny acordian doors on public telephone booths that are not geared to the handicapped.

Disability Day was only part of a greater overall effort on the part of the senior class. Instead of raising money for a plaque or tree, or some other traditional momento of their residence at Ohio State, the senior class voted to raise money to make the university completely accessible to the handicapped by modifying the campus environment.

Having set themselves a goal of raising $75,000 for a project to make the campus accessible to the handicapped, the 1972 Senior Class now finds that $375,000 has been made available, thanks to their skill in grantsmanship--the art of tapping federal agencies for triple matching funds.

A $300,000 grant added by the Ohio Rehabilitation Services Commission, which administers federal rehabilitation funds in Ohio, has swelled the initial figure. Adding to the speed of the project, making it possible to start right away, is an agreement by the Ohio State University Development Fund and the University itself to advance immediate funds from it's own coffers, which will be replaced when the student fund-raising goal is met.

As of the end of June 1972, the seniors had pledged over $50,000 to the project, although many of those pledges will have to be paid over the next ten years after the graduates establish themselves in jobs. An additional $25,000 in pledges is still needed to meet the $75,000 goal. Only $6,000 of the Seniors' Gift Fund was paid in cash at the time.

A survey of the central campus area shows the need for eliminating architectural barriers. Currently 33 buildings have very significant barriers which make them inaccessible to the wheelchair bound. Among those buildings are the Ohio Union, the Main Library and the Administration Building. However, 18 of those buildings can be modified without great difficulty.

Included in the University plans are: installation of 150 curb ramps for wheelchairs, purchase of special vans that can carry students in wheelchairs safely, and structural modifications on 41 buildings to make them safer and more accessible for both blind and physically handicapped persons.

In recognition of their efforts to pay for improvements to the campus, The President's Committee on Employment of the Handicapped gave a commendation award to the 1972 Senior Class. Harold Russell, Chairman of the President's Committee, himself a handless amputee, personally made the award Saturday, September 30th, during a luncheon on the campus in Columbus.

Shortly after the awards luncheon, which was sponsored by the Ohio Governor's Committee on Employment of the Handicapped, Ohio State met the University of North Carolina in a football game at the Columbus stadium. During the half-time ceremonies, Ohio State's marching band formed the International Symbol of Access on the field, a stylized wheelchair that has recently been adopted by rehabilitation professionals around the world to signify "No Barriers."

Case IV: Report from the University of California Berkeley, California

The goals of this program are:

A. To heighten awareness of and to disseminate information to, the general campus and community about the problems of the disabled.

B. To heighten the awareness of key political, campus, and community leaders, through a small group awareness day.

C. To provide a model that can be used by other campuses and organizations for improving the awareness of non-disabled people.

D. It is our hope that through this program, participants will see that persons with disabilities are total human beings capable of living active, productive lives, and experiencing the same emotions of joy, pain, anger, and love as others.

The program is split into two days: Day 1) Heightening awareness of general campus and community populations; and Day 2) Improving awareness of select group of political, campus and community leaders.

Day 1: For campus and community populations.

Date: May 21, Tuesday, 9-5 p.m.

Location: Pauley Ballroom.

The following films will be shown in continuous 3 hr. sessions, from 9-12 p.m. and 2-5 p.m.

"Like Other People"	37 min.
"Beating the Averages"	30 min.
"America '73"	60 min.
"Just What We Can Do"	20 min.
"United Cerebral Palsy Talk Film"	20 min.

During the noon break, from 12-2 p.m., there will be a panel of speakers with a discussion following. The purpose of the speakers would be 1.) To inform people of existing programs for the disabled in the community; and 2.) To be able to relate personal experiences as disabled individuals from the community. The speakers will be representatives from organizations and programs serving the disabled. A significant number of panel members will themselves be disabled.

Panel: Representative from Center for Independent Living, Physically Disabled Students Program, Human Sexuality Program, Deaf Program.

Tom Gilnool - a lawyer who has worked with retarded childrens' program.

This program will be publicized in the community and on campus. The films are being shown continuously, in order to allow students to walk in and out between their classes.

Day 2: For a select group of campus, community, and political leaders.

Date: May 22, Wednesday, 9-5 p.m.

Location: School of Public Health, UCB

Program:

A. Opening speaker giving introduction to day, and film, "Just What Can We Do."

B. "Apples and Oranges" game with discussion following. (Game restricts communication and mobility to emphasize problems of the disabled.)

C. Participants are put in wheelchairs and assigned roles/disabilities (10:30 A.M.)

D. Several people will speak on disability and its problems.

1. Problems will be directed at related professions.

E. Lunch in community, in groups of 2-3. Participants still in wheelchairs (12-1:30.)

F. Discussion about experiences from lunch (1/2 hr.)

G. Film "Beating the Averages" (2-2:45 p.m.)

1. Participants are given problem situations to solve in groups (time: 30-40 Min.)

2. Return to large group and discuss solutions.

H. Ending film - "Like Other People."

I. Evaluation and ending discussion.

Case V: Report from Tyler Junior College
Tyler, Texas

"Handicap Awareness Week"

The planning and preparation for the week started in March with its fruition in late April.

Four films dealing with the handicapped were obtained. They were: The Cerebral Palsied Child, Come Walk With Me, (about six people with handicaps,) Tom Morrison - Executive Director (a cerebral palsied director,) and Rehabilitation: The Science and the Art. These films were shown on Monday, Wednesday, and Friday in the student lounge without any speakers.

On Tuesday and Thursday speakers from the local offices of the Multiple Sclerosis Society, Speech Therapy Department, Texas Rehabilitation Commission, and the March of Dimes made presentations on the problems facing handicapped people.

For the entire week exhibits were on display in the student center with pamphlets and brochures about handicaps and handicapped people available as give aways.

In addition, the Tyler Junior College Recreational Leadership Club assisted in constructing posters, which were distributed campus-wide.

The school newspaper ran an article on our "Handicap Awareness Week." It was also announced on the public address system every day over the entire campus.

The activities scheduled were as follows:

Monday, April 22

10:00 A.M. Films in Student Center: Tom Morrison-Executive Director, Come Walk With Me, and Rehabilitation: The Science and the Art.

Tuesday, April 23

1:00 P.M. Speakers in the Student Center: Mrs. Martha Wheat, Dir., March of Dimes.

2:00 P.M. Mrs Shirley Dickie, Mental Retardation Services Specialist.

Wednesday, April 24

10:00 A.M. Films in Student Center.

Thursday, April 25

1:00 P.M. Miss Sandra Braly, Executive Director, Multiple Sclerosis Society.

1:30 P.M. Mr. Larry Riley, Director, Vaughn Memorial Speech and Hearing Clinic.

2:00 P.M. Mrs. Naomi Robinson, Counselor, Texas Rehabilitation Commission.

2:30 P.M. Mr. Harry Hall, Counselor, Texas Rehabilitation Commission, Welfare Dept.

Friday, April 26

10:00 A.M. Films in Student Center

The student group producing the week and most of those who participated in the week's activities believed that as a direct result of this effort people at Tyler Junior College have a better, more realistic understanding concerning the capabilities of handicapped people to participate in life. In short, the week was a success!

STUDENTS' PROJECT

Campus Survey and Guide

PURPOSE

A survey of campus buildings and facilities for architectural barriers and the subsequent publication of a guide for the handicapped to these areas will provide potential students who are handicapped with the information necessary to base a decision on whether or not they might be able to attend your university. In addition, this type of an activity and the publicity that it can generate is an effective way of focusing everyone's attention on the problems that architectural barriers create for the physically handicapped on your campus and in the community. Also, the results obtained through the survey itself greatly aid in the identification and location of specific campus barriers.

PLANNING FOR THE SURVEY

Your initial action once the decision has been made to conduct a campus-wide survey and publish a guide should be to form a committee of interested persons and organizations. By doing this you will have a structured group capable of planning, organizing and directing the project from beginning to end. The membership of the committee should consist of various campus organizations and university disciplines. For example, you should invite selected fraternal, social, civic and professional student societies to participate. Also, if your school has departments of architecture or engineering they should be included as they can add valuable expertise to this activity.

Once the group is organized, seek to establish a divison of labor and a timetable for the completion of the project. Since you are working towards a specific goal--the publication of a guide--it's always best to set a target date for its completion and for the completion of the various stages involved. A recommended time frame might be a total of nine weeks, with three weeks for the selection of the buildings and contacting the building owners or physical plant director, three weeks for the actual survey and three weeks for the editing and publishing of the guide. Also, you may wish to divide the committee into three sub-groups, giving each primary responsibility for one of these three steps.

CHOOSING THE BUILDINGS TO BE SURVEYED

The Committee's first and most important task is to select the buildings and facilities to be surveyed. Although there is no established formula, your final list of buildings should include a representative sampling of all types of facilities. In some instances, all buildings of a particular classification should be surveyed (classroom buildings, for example.) However, this may not always be necessary, particularly when buildings of a particular classification are too numerous to be included (eating places, for example.) In this instance, an effort should be made to select eating places in the various categories with various cuisines and within various price ranges.

The following is a list of suggested categories and guidelines to follow in your selection of buildings and facilities to be surveyed:

PARKING:	Include the most convenient parking lots or garages which are nearest to the buildings listed in the directory.
CHURCHES:	Select a minimum of one church of each major religion or denomination.
CLASSROOMS:	Since a potential student should be able to enter any classroom where courses are offered, all classroom buildings should be surveyed.

DORMITORIES:	Survey all if possible, but be certain to include at least one dorm for each gender, ideally the most accessible ones.
SCIENCE LABS:	All should be surveyed.
LIBRARIES:	Both professional (law, medical, etc.,) and general libraries should be surveyed.
ATHLETIC FACILITIES:	The stadium, gymnasium and other spectator areas, including auditoriums or convocation centers should be surveyed.
RECREATION FACILITIES:	Survey campus and local theatres, auditoriums, museums, parks, picnic areas, or any other commonly frequented recreation facility.
HEALTH FACILITIES:	The student health center and campus hospital should be included in the survey.
DINING AREAS:	The student union, campus eating places, popular restaurants and pubs should be included.
TRANSPORTATION CONVEYANCES:	Campus and local bus service systems, including stations or stops, should be covered.
SHOPS:	This should include the campus bookstore, local drug store, grocery store and clothing stores.

LIAISON WITH BUILDING MANAGERS OR PHYSICAL PLANT DIRECTOR

Individual building managers, in the case of community facilities, and the physical plant director of the campus should be contacted before the actual surveying takes place in order to secure their cooperation in the effort. Since one of the objectives of the survey is to raise a general awareness concerning architectural barriers your survey will be more effective if individual building managers and the physical plant director or his representative are involved. This way they will learn where architectural barriers exist in their buildings and how they can be eliminated.

It's important when contacting these people to emphasize the positive nature of the survey--that it's primarily a fact finding endeavor. The data you will gather will be factual and it will be up to the individual disabled person to interpret the survey results and determine whether or not he or she can use a particular building.

HOW MANY VOLUNTEERS WILL YOU NEED?

Past experience has demonstrated that when surveying buildings volunteers work most effectively in teams of two (male and female for restroom surveying) with one measuring and the other recording the data. The surveying of a building usually takes from 20-40 minutes. An assignment of three to five buildings per team is reasonable, although this may vary. The total number of people needed would then depend on the number of buildings that you plan to include in the guide and the number of buildings each team is willing to survey.

ORIENTATION OF SURVEYORS

Prior to the beginning of the actual surveying process a meeting should be held for the purpose of orienting the volunteers who will be making the inspections. Brochure material and a film on architectural barriers are available from the President's Committee on Employment of the Handicapped for this purpose (see order form included in kit.)

Next, your surveyors should be given forms outlining the characteristics that they are to record and a copy of any appropriate printed material to leave with building managers or with the physical plant director (see samples included in kit.) Be certain to review the form and criteria in detail before they begin their survey. Also, emphasize the importance of being precise and factual in filling out the form. It's extremely important to avoid generalizations in order to provide the most useful information to the disabled. For example, it's not enough to say that there are many steps leading into a building. Indicate how many, as some disabled persons can negotiate a few steps while others cannot. Once your surveyors understand their mission and all of their questions have been answered, supply each survey team with one checklist form for every building that they are to visit. (Sample form attached.)

EDITING THE GUIDE

First, be sure that all survey forms are complete. If some are not, you may wish to contact the team responsible for those buildings to follow up or you may appoint a special follow-up team for this purpose.

The editing of the guide is an uncomplicated and straightforward process. The most important guideline to keep in mind is that all information should be listed in the order a handicapped person would find useful when entering a building. A sample entry might be:

> Life Science Building, 1400 Wells Street, 765-9483. Off-street parking west of the building, 3 oversize spaces reserved for handicapped drivers; commercial lot one block south. Wells Street entrance street level (no steps); bar handle glass door 32" wide, opens out. Elevator service to all floors. Classroom doors 30" wide. Men's restrooms on every floor, entrance 30" wide, stall door 32" wide; No grab bars. Women's restrooms identical measurements. Drinking fountain all floors, height 36". Public telephone first floor, height 38".

GUIDE FORMAT

A convenient size is four by six inches because it readily fits into pockets, purses and mailing envelopes. But size is less important than the existence of a guide itself. Therefore, if resources are limited, make it any shape or size that is within your capability.

NUMBER OF GUIDES TO BE PRINTED

Determine from the office of the dean of admissions, local and state vocational rehabilitation offices, local voluntary health organizations, Governors' Committee on Employment of the Handicapped and other agencies serving the handicapped in your area how many ought to be printed.

FINANCING THE GUIDE

There are many ways to finance this type of a public service venture. In the past, costs for guidebooks for the handicapped have been underwritten by service clubs, civic groups, interested persons or companies. In the case of a campus-wide guide you might invite fraternal, social, civic or professional organizations to assist in the financing, or you may be able to raise the funds through your own student fund raising activities such as dances, car washes, etc.

DISTRIBUTION OF THE GUIDE

Your guide should be distributed through the office of admissions, the Governor's Committee on Employment of the Handicapped, public and private health agencies, local civic clubs--anywhere you might expect it to reach the people it's intended to serve.

PUBLICITY

In addition to the intrinsic value of a guidebook the more subtle purpose of this effort is to educate nonhandicapped people concerning the effects of architectural barriers on the mobility of physically handicapped individuals. In view of this, a well organized plan should be devised to maximize the publicity value of the survey and subsequent publication of a guide. Past experience has demonstrated that the local media and press, including campus newspapers, are always willing and often anxious to cover this type of activity in news and feature programming. Your survey committee ought to take advantage of their interest and offer substantive newsworthy items that they will be able to use. Remember that any media exposure can greatly aid in increasing the general awareness concerning the problem of architectural barriers.

Following is a suggested timetable for making overtures to the press concerning your activities. Make contact with them via the telephone and with press releases.

1. At the time the survey committee is formed. (Consideration should be given to appointing an Honorary Chairman who is a public or notable figure). State the purpose of the survey and the names of the organizations and members involved, i.e. in cooperation with the President's Committee on Employment of the Handicapped and your organization.

2. Announcement of orientation meeting of the volunteers. You could increase the news worthiness of this meeting by inviting a state or local rehabilitation figure to explain the mobility problems of physically handicapped people to the group.

3. Pictures and short press release when the volunteers are actually doing the building surveys.

4. A press release with photographs at the time the guide is released. Organize symbolic presentation ceremony of the first copy to the dean of admissions or president of the University or any other notable.

5. Be sure to follow up with picture and news stories if any barriers are removed as a result of your survey and send to local media.

REPORTING

If you develop a guide to your campus for the handicapped, please send a copy to the President's Committee. Be sure to indicate where disabled students can write to receive copies. Our address is:

The President's Committee on
Employment of the Handicapped
Washington, D. C. 20210

S U R V E Y R E P O R T F O R M

BUILDING NAME: _____ DATE _____

ADDRESS: _____

_____

TELEPHONE: _____
(Number anyone can call for information concerning the building.)

PARKING:

Location: _____

Type: Parallel _____ or front in _____

Any spaces reserved for the handicapped? _____

Surface substance: Cement _____ black tar _____

sand _____ or gravel _____

Curb to sidewalk? _____

Location of break in curb _____
(driveway, ramp, etc.)

MAIN ENTRANCE:

Entrance level with sidewalk _____ ramped _____

Or with stairs _____

If stairs, how many? _____

Door single _____ or double _____

Width of door (measure single door only) _____

Door swings in _____ out _____ revolving _____

or automatic _____

Effort required to operate door: heavy _____

medium _____ or light _____

ACCESSIBLE ENTRANCE: (If the building or facility being surveyed has another more accessible entrance, indicate here. For example, a freight entrance that is ramped.)

Location _____

Ramped _____ or level _____

If ramped, width of ramp _____

Door width _____

Door type: automatic _____ swings in _____

swings out _____ or revolving _____

Is this entrance always open to the public? _____

INTERIOR SPACE:

Single floors: Level _____ or multi-level _____

If single floors are multi-level, number of steps

to each level: _____ or ramps _____

Elevator service to all floors? _____

Floor surface: smooth _____ or heavy _____

medium _____ or light _____carpeting.

Width of doors to featured areas (i.e. classrooms,

labs, lounges, etc.):

Area _____ width of doors _____

Area _____ width of doors _____

Area _____ width of doors _____

Area _____ width of doors _____

DRINKING FOUNTAINS:

Location _____

Height _____

REST ROOMS:

Width of doors to: Men's _____ women's _____

Restroom stall door width: men's _____

women's _____

Is there enough room for a wheelchair to

manuver? _____

If there are rest rooms on each floor, are

all rest room measurements the same? _____

Indicate where different:

Floor _____ door width _____ stall

width _____

Floor _____ door width _____ stall

width _____

PUBLIC TELEPHONES:

Location _____
(If several, choose most accessible one.)

Height _____

Type: Booth _____ or wall _____

SURVEY COMPLETED BY:

Name _____

Telephone _____

Name _____

Telephone _____

Accompanied by: _____
(Building official)

Telephone _____